THE JOURNAL OF EDUCATION

Volume 126 APRIL, 1943 Number 4

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AS WE GO TO PRESS

A mere editor never knows for certain what issue of the year will make the greatest hit with readers, or what particular article in any given issue. His not to predict but to do the best he can from month to month and watch for reactions. How much of practical suggestion, how much "lift" is here for you and you and you, no one but you and you and you can answer.

▼

School heads are responding to our query of last month as to what they are actually doing to adapt their curricula to the demands of the war emergency. Our May issue will devote some space to these reports. Why not put your answer in the mail box today, if you have not already done so? How is the war affecting the curriculum in your schools?

Some of you have half made up your minds to write an article for the Journal this Spring or Summer. If this applies to you, by all means, write and send it. Yours may be the article of the month in some forthcoming issue. Nothing pleases an editor more than to discover a new writer—unless perchance to receive an article from a recognized contributor whose material he knows in advance will be well written and to the point.

▼

We suspect that many magazine agents now are busy with some type of war effort and not available to call and pick up magazine orders. At any rate, we appreciate the large number of new subscriptions and renewals that are mailed to us direct. Incidentally, if you haven't attended to this matter yet, why not do it now?

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. . . TEXTBOOK TOPICS

Illinois Faculty Wrote Many Books

URBANA, ILL.—University of Illinois faculty members wrote 92 books, 1,214 articles and 130 reviews during the last academic year, according to a list just published by the graduate school. Authors of the 1,436 items include men and women in all departments and of all ranks in the university. The books cover a multitude of fields. Some are textbooks and laboratory manuals, ranging in subject from English composition to enameling. One is a manual for analyzing text-books. A large group are in the fields of medicine and surgery.

ADMINISTRATION

Democracy in School Administration

For some reason the American public school, at once the chief symbol and bulwark of democracy, has itself shown a tendency to operate autocratically. Enters now—a little from the left perhaps but from left-near-center—a character called "Democracy in School Administration." Dressed neatly as a textbook, this messenger not only describes the democratically administered school system but points out how it has been and can be achieved. In fact, a strong case indeed is made out for the school as a place where "we" is substituted for "I" both in letter and in spirit, with resultant gains for all concerned including the community. No one should read this book who wishes to remain a czar or half a czar in education.

DEMOCRACY IN SCHOOL ADMINISTRATION by Koopman, Meil and Misner. D. Appleton-Century Co.: New York.

ENGLISH

Natural English; English for You

These two books just off the press are the first of an important new four-book series of texts for the senior high school, one being for use in grade nine and the other for ten. The author, who is head of the department of English in the East High School, Rockford, Illinois, has tested all of the material again and again in the classroom and has kept the attitudes, abilities, and needs of the student constantly in mind.

In both of the books grammar, as such, is given more attention than in the average text, but the stress is upon grammar not for its own sake but rather as a tool to be used in speaking, writing, reading, and listening. The approach throughout is learning by means of doing. All of the material is built around definite, practicable exercises that help a student to develop a skill by actually using it in a number of situations. The illustrations are drawn in pen and ink and are included for the purposes of providing help on a specific point. These books are a distinct and original contribution to the field of high school English.

NATURAL ENGLISH I; ENGLISH FOR YOU II by Mellie John. Row, Peterson and Company: Evanston.

The Goat

When instruction doesn't click
And its lessons fail to stick,
Blame the textbook.

When the youngsters are plain lazy
Or their minds are hazy-dazy—
Blame the textbook.

When the freshmen cannot read
Or their history's gone to seed,
Blame the textbook.

When our draftees cannot add,
We admit it's pretty sad—
But—blame the textbook.

When our soldiers cannot spell
Or they punctuate with "Hell,"
Blame the textbook.

When mankind gets in a stew
And you've nothing else to do—
Blame the textbook.

If your taxes keep on soaring
Or the radio is boring—
Blame the textbook.

It's a racket, we are told.
And a trust—that one is old—
But—blame the textbook.
—A.W.B.

Speech

"Are you effective on the telephone?" We find these words beneath one of the pictures in this attractive and stimulating book on the art of speaking. One would need to go no farther to discover that this book does not assume that addresses delivered from the platform comprise the entire field of speech. On the contrary, these authors ignore no aspect of the communicating of thought by means of the spoken word. For example, the section devoted to First Principles is based on the truth that "Conversation Is the Basic Pattern." The chapters on the "Effective Use of the Voice" and "Diction" are most certainly not confined in their applicability to public address. Yet speaking before audiences is not ignored. Instead it is dealt with with unusual lucidity and effectiveness. The work contains an ample supply of usable exercises, and numerous suggestions for class discussion.

SPEECH, A HIGH SCHOOL COURSE by Lew Sarett, William Trufant Foster and James H. McBurney. Houghton Mifflin Company: Boston.

Everyday Business Speech

The range of speech is as broad as that of life. It will be noticed, however, that the authors of *Everyday Business Speech* limit the scope of the volume to the art of speaking as practiced in the business and professional world. Recognizing that the average person does more conference speaking than he does professional speaking, they have begun their work at that point. From its very nature the work is practical rather than theoretical. The illustrative examples are taken from the business world and the questions and exercises at the ends of the chapters are pointed in the direction of everyday problems. Chapter IX has to do with "Sales" and Chapter X with "The Application Interview." In the latter we find a section of twenty-eight points entitled, 'Do's' and

AND REVIEWS . . .

'Don'ts' for the applicants. Needless to say, this is full of good practical psychology. The last chapter contains examples of many types of modern public addresses. These make good reading and should be helpful to those ambitious to improve their skill on the platform. The "Sample Inspirational Speech" with which the chapter closes is "Learning to Speak" by Dr. Ernest Fremont Tittle.

EVERYDAY BUSINESS SPEECH by Alfred D. Huston and Robert A. Sandberg. Prentice-Hall, Inc.: New York.

GENERAL SCIENCE

Our Surroundings

To produce a text in general science that is well balanced as to subject matter and is neither too detailed nor too choppy, is no easy achievement. The present edition of "Our Surroundings" seems unusually successful in accomplishing this. It includes descriptions and explanations of many recent developments, such as nylon, synthetic rubber, plastics and new metal alloys. Physics and chemistry receive most attention, but there is ample treatment of human health and safety and some consideration of biology, astronomy, geology and other branches of natural science. It is an intriguing book and one that delivers its message clearly through well written text matter and apt pictures. The section giving brief biographies of leading scientists is a fine example of the care that has been taken throughout to tell what is relevant and interesting and omit non-essentials.

OUR SURROUNDINGS by Fowler, Collister and Thureton. Iroquois Publishing Co.: Syracuse, N.Y.

HISTORY

Backgrounds; Thirteen Colonies

Designed for intermediate grades, are the two history texts of Southworth and Southworth, titled "America's old World Background" and "The Thirteen American Colonies." Attractive, durable covers, squarish pages, and an abundance of well chosen or specially drawn maps and pictures are but the physical marks of a clearly written story of what went before the American Revolution.

The folklore and history of primitive man, Greece, the Norsemen, the Romans and others who contributed to our culture, civilization and institutions are made alive in these books. They are both interesting to read and inviting to study. Aids to the learner include chapter introductions or motivators, summaries, questions and a pronouncing glossary so arranged that it can be used by the teacher in assigning lessons. History studied from these texts seems likely to become a lasting part of the pupil's experience—not something memorized today and forgotten tomorrow.

AMERICA'S OLD WORLD BACKGROUND by Southworth and Southworth. Iroquois Publishing Co.: Syracuse, N. Y.

THE THIRTEEN AMERICAN COLONIES by Southworth and Southworth. Iroquois Publishing Co.: Syracuse, N. Y.

The Size of Textbooks

A publisher's viewpoint on the problem of the increasing size of textbooks is advanced by Dr. B. R. Buckingham of Ginn and Company, Boston.

Taking up the question posed in this department a few months ago, Dr. Buckingham writes as follows:

"I don't think the answer is to be sought by reverting to shorter books. The tendency toward more material is too deep and too abiding. When middle-aged school teachers with tired eyes get over their utterly unfounded belief that children require big, expanded type; when they will welcome abbreviated front matter and the omission of running heads, modest margins, no pictures except those that function, light-weight paper of good enough quality to be opaque, and double-column type pages with consequent short lines—when these become possible to the publisher, the schools can eat their cake and have it. They can have an enriched program without an undue increase in the size and weight of textbooks.

"I do not therefore think the answer will be to make textbooks less inclusive. On the other hand, I would not rule out the breaking of them into half-year parts. But in any case, I would stress the more economical use of materials per thousand running words of textual matter."

MATHEMATICS

War-Time Refresher in Fundamental Mathematics

Among the marvels of speed-up training in this critical period must be noted the feat of reviewing the essentials of arithmetic and algebra in a four weeks' course. That is precisely what is arranged for in this text, the daily lessons being numbered from one to twenty. You might expect the treatment to be very superficial or sketchy, but this supposition is far from the fact. Moreover the course has been developed through actual classroom experience at the U. S. Training School, Chicago.

WARTIME REFRESHER IN FUNDAMENTAL MATHEMATICS by Eddy, Brally and others. Prentice-Hall, Inc.: New York.

Mathematics for Pilots

A review of arithmetic and a course in algebra, measurement geometry, and right-angle trigonometry has been specially arranged for use in the pre-flight training of pilots. "Mathematics for Pilots" follows Navy specifications.

MATHEMATICS FOR PILOTS, one of the Flight Preparation Training Series supervised by the U. S. Navy. McGraw-Hill Book Co.: New York.

A REVIEW OF ARITHMETIC prepared by Zens L. Smith. The Institute of Military Studies, University of Chicago, offers this 36 page review of arithmetic at modest cost.

RAPID REVIEW OF ELEMENTARY ALGEBRA by Jonas T. May. The Penny Press: New York. A 30 page pamphlet that is just what the name implies.

Editorials

"Beautiful" Destruction

Boys from our high schools are changing over night into fighting men. In a greater sense than those who remain civilians, they must readjust their ways of life and their entire mental outlook to a world at war. Will that readjustment be merely temporary or will it be permanent? It will be both. But in what proportions?

The other day an American youth who had returned from bombing Paris by daylight, ended his report by exclaiming, "It was a beautiful sight!" Buildings enveloped in flame and smoke; property destroyed and human beings killed and wounded . . . yet to one who has caused such devastation, the effect is pleasing, wonderful. All of us remember how repelled we were when Mussolini's aviator-son wrote in a book how beautiful and inspiring a sight it was to see the natives come out of their bombed huts in Abyssinia—something too about things on the ground unfolding like the petals of a rose. Ah, that was a different war; a war of conquest; not a war for a better world. But our youth who must do the fighting must also do the hating . . . and many of them will feel that there is sublime beauty in fire and ruin and death, when these are visited on the enemy.

Fighting has to be done with spirit or it will fail. Is it possible to give immature men, while still in school, enough sense of perspective so that sanity and idealism will return to them when the world swings back to peace and to the need of sane, wise, well-balanced citizens and leaders?

Here is a question and a task to challenge every teacher of youth in these troublous times.

History Teachers on the Spot

The discovery in the New York Times's test of 7000 college freshmen, that one-fourth of them did not know that Lincoln was President during the Civil War—that and similar revelations made by the same survey—have enough significance to deserve consideration by educational authorities and history teachers. Naturally the sensational story has raised a storm of popular denunciation against the schools, and this storm includes both rain and wind.

There is irrigating, cleansing truth in the charge that teaching does not take effect to the extent it ought upon the minds of the great majority of pupils. Educators are reasonably well aware of this and their principal effort for many years has been to remedy the condition.

When criticism goes so far as to condemn the schools, the teachers and all who make up our educational forces, and to charge that teaching is no longer a profession but a trade—such criticism is mere windjamming. Admittedly, there are trends in education toward trade unionism. There are teachers whose sole thought is to collect as much pay for as little service as they can possibly get away with. Similar trends can be noted in the medical profession and even in the ministry of churches.

But the dominant thought in education, as in medicine, the ministry and other professions, is still that of rendering service.

The teachers who feel the sting of this indiscriminate slander most keenly are the ones who do their intelligent and conscientious best from day to day to waken the dormant interests of boys and girls whose attention refuses to be caught by any or all devices. There are stupid, lazy-minded children who somehow gain entry into college—perhaps because their teachers hadn't the heart to insist that they be kept in mental nurseries.

Many a devoted teacher asks no higher reward than to find the particular keys that will unlock the closed or slumbering minds assembled, along with bright and open ones, within his classroom. If any critic of education holds or withholds this much wanted key, let him release it to the school profession.

The Mundt Bill

Congress is being asked by Representative Karl Mundt of South Dakota to expend two million dollars annually for the next four years on an interchange of students between teachers' colleges of the United States and of Latin America. The requested sum would provide scholarships of $1000 each for a thousand teacher-candidates from this country and a like number from other countries in the Pan-American Union.

Now there can be little doubt that an interchange of students preparing to enter the most influential of all professions would be of immense value in the furtherance of good will and understanding throughout this Western Hemisphere. There will be, however, the usual difference of opinion between those who want all worthy projects financed by the government, which can borrow seemingly endless sums from future generations of citizens, and those who believe that funds should be raised from private sources even if such projects have to be carried out on a smaller scale.

Quite apart from this fundamental difference in political philosophies, the bill in question contains

a flaw that almost brands it as class legislation. All students granted scholarships under its provisions must be persons enrolled in state-supported teachers' colleges. Only this type of institution would receive the incoming students or provide the outgoing ones. It is expressly stated moreover that all the participating teachers' colleges here in the United States must belong to the American Association of Teachers Colleges.

State supported teachers' colleges surely have no monopoly—up to the present time—in the formation of our best teachers.

Why not let that good neighbor policy begin with fair play and non-discrimination here at home?

War-Workers' Children

Children who are neglected while their mothers work in defense plants are no worse off than children similarly left to run wild while their mothers go to the movies. The only difference is that the plight of the war-worker's children is one in which community interest can be aroused.

In places where war industries are calling all available workers, the problem of children on the loose after school hours is truly serious. If left unsolved it spells accidents, ill health, and the formation of all sorts of bad habits leading to delinquency and crime.

How is the community to go about meeting the situation? And, since communities do not go about anything without some smaller group or single individual having taken the initiative, whose duty is it to start?

These questions are squarely faced and answered in a sheaf of bulletins just put out by the Office of Education in Washington, D. C., one of these bulletins, *School Service for Children of Working Mothers*, suggests that the task of starting belongs to the first person who really sees the need. Many existing agencies may become interested if their attention is drawn to the matter. In some instances it will be found that provision for the children in question has already been made and only needs more advertising.

Part of the problem is to secure the workers qualified to tend the children of other workers. This, as well as the problem of expense, can be solved, and should be.

A Balanced Diet

High schools in many places are trying to figure out how they can offer their students the courses needful to the war effort and at the same time give these students a well-balanced curriculum. No doubt many officials will decide that this is impossible and will simply drop their cultural offerings, for what they hope will be "the duration" only.

This, in our opinion, would be a serious mistake. The tendency in recent years has been to divide the student body pretty sharply into two groups: those preparing for a more or less definite occupation or means of livelihood, and those preparing for college or trying to get mental enrichment without much reference to what they might do later. Something more like a merger of these two tendencies has long been needed.

Is not the answer to some of the choices now forced upon the schools to be found in an acceptance of both—through intensified study of condensed or speeded courses—rather than through cutting out studies of one type to make room for those of another?

Many of our boys and girls have been working at less than half their capacities. Certain courses are commonly referred to in the schools as "open air" courses because virtually no studying is done at home in those courses—frequently not much in school either.

The emergency is causing many young people to buckle down and work harder than they ever did in their lives. If this awakened earnestness and industry can be extended to some of the courses not closely identified with national defense or war-time jobs, the chances of a well-rounded education can be preserved in larger measure, and some of the less tangible but none the less real values in the curriculum can be retained. It will be easier to retain them now, even if the time allowed them has to be reduced, than to restore them later when once they have been discarded.

Such studies as Latin, modern languages, world history, art appreciation and English literature will illustrate the point.

A, B, C of Post-War Planning

When victory is won and the terms of peace have been worked out, will the United States—so brave in war—immediately take to its heels and desert its allies? The question would seem stupid and insulting if the thing had not actually happened in the past, and if recent soundings of opinion in the Senate had not indicated wide divergences on the issue of an international police force—the one most obvious need of the post-war world.

That "unconditional surrender" which is demanded of the Axis must be accompanied by a guarantee that swords shall not be handed over but forever buried. Only an internationally maintained and operated police force, ready to put down any revolt against the general security can provide the minimum of assurance. There is vastly more to the problem, of course, but this much is A, B, C.

BUILDING MEN FOR THE FUTURE

ELWOOD F. IRELAND
Headmaster, Gould Academy
Bethel, Maine

IT GOES without question that at the present time the world is going through one of the greatest revolutions in the history of man. No small part of this upheaval is taking place in the field of educational philosophy today.

The principal conflict at the present time seems to center around the type of education we are to furnish our youth now and immediately following the war. This conflict is well headed up by such men as Harry Hopkins and Captain Eddie Rickenbacker, President Roosevelt's personal advisor, and the recently appointed head of the so-called Victory Corps, respectively on one side, and President Ernest Hopkins of Dartmouth College and Wendell Willkie on the other. The following quotations from the former two men bring out their point of view.

According to Mr. Harry Hopkins, "Education in any real sense must go out the window. Some students should quit high school entirely. I see no reason for wasting time on what today are non-essentials, such as Chaucer and Latin. Diplomas can only be framed and hung on the wall—a shell that a boy or girl helps to make can kill a lot of Japs. If we don't win this war there won't be any high schools to go to."

According to Captain Rickenbacker, "During the past thirty or forty years, we have been too busy making money and have let the adolescents paddle their own canoe. We thought that all that was necessary was to send them to high school and college and that they would come out with a white collar and get a big salary. We did not realize that the men and women who hammered out this country were our most brilliant people. They knew how to work with their hands. In the last thirty or forty years we have separated the hands from the head. Now it is essential that we teach youth, and a great number of parents, to use their hands as well as their heads. We are getting back to the simple things of life." To whom does the *we* refer—the school people or the public?

The type of hand work which Mr. Rickenbacker refers to of two generations ago was far different from the machine-tending work of today. Then they worked in their homes or in small groups; they had to have a knowledge of supply and demand, and farsighted planning. They had an over-all picture of economic reality which few can gain today without a very broad and liberal education.

It is true that some of those who criticize the schools oppose breadth of training, not only for the duration, but permanently. They do not want to give the young people of the nation highly diversified training. More and more it looks like a demand for class education, for the substitution of *training* for *education;* for the inauguration of vocational schools for the masses, with little attention to citizenship, breadth of culture, and a liberalizing education. The demand that the schools be made primarily vocational during the war and that we consider the program as a basis for long-range planning as well as for meeting immediate problems of the war, raises an issue which is alarming to the friends of liberal education.

It is very well to say that hands as well as heads should be trained. Few educators will disagree with that. But Captain Rickenbacker clearly implies that during recent years it is the hand training which has been neglected and the head training that has been overstressed. In fact, the reverse is really true. It is granted that much still needs to be done in teaching manual skills, but the fact remains that in technical equipment Americans lead the world, and during recent years there have been far more trained hands than there have been jobs at which hands could be employed. After this war it will be more evident.

The break-down in our economy from 1928 on, came, not because we were not trained in our hands, but because we were not well enough prepared to use our heads. And the relative failure of head training here and abroad is responsible for the destruction that is today consuming the world, and which is threatening civilization itself. It would be an ironic turn of Fate, indeed, if the great crisis into which we have been plunged should be made the occasion for a lessening of emphasis upon head training, upon breadth of reading, and soundness of thinking.

"Let us chain our brains to the guns," cries Harry Hopkins, "and teach our men and women ballistics and trigonometry and navigation, and let the classics be henceforth forgotten."

But the British have balanced mathematics with the classics and conquered one-fifth the land surface in the last two hundred years, and now we are urged to re-conquer it on mathematics alone. This is the German system which we are now invited to embrace.

The cry is, "We can beat Hitler only with this system. We must throw over-board all that we have

been and are, in order to turn conqueror."

And then, having conquered, do we go back to these things—the liberal arts—that made us weak? Of course, the truth is that it is not these things that made us weak. It is the lack of them. Science for many years has been gaining a hammer-lock on the liberal arts, yet even in our scientific world these humanities are far from dead.

Are we now to allow the necessities of war to kill them out entirely? On this point I now wish to consider the opinions of two more people, who, I believe, have expressed, for me at least, a point of view which surely is worth consideration. The first is from a wiser Hopkins than Harry, namely, President Ernest Hopkins of Dartmouth College, who says, "It would be a tragic paradox if, as a result of war, we were to allow our system of higher education to be transformed into that type of education which has made it so easy for a crowd of governmental gangsters like Hitler's outfit to commandeer a whole population."

And this from Wendell Willkie, "The liberal arts, we are told, are luxuries, mere decorations upon the sterner patterns of life which must be lived in action and by the application of skills. When such arguments gain acceptance, that is the end of us as a civilized nation. So important are the liberal arts for our future civilization that I feel that education in them should be as much a part of our war planning as the more obviously needed technical training, for we cannot win a true victory unless there exists in this country a large body of liberally educated citizens. If we are going to risk our lives for freedom, we must at the same time do all we can to preserve the deep springs from which it flows. It is in the liberal arts that you acquire the ability to make a truly free and individual choice."

A destruction of the tradition of the liberal arts at this crisis in our history would be a crime comparable, in my opinion, with the burning of the books by the Nazis. Burn your books, or what amounts to the same thing, neglect your books, and you will lose freedom as surely as if you were to invite Hitler and his henchmen to rule over you. It may then be said of us that we know everything and understand nothing, which is now exactly the truth about the German mind.

A new book, "Education for Freedom," has appeared from the pen of Robert M. Hutchins, president of the University of Chicago. In this book he states, "At the root of the present troubles of the world we must find a pervasive materialism, a devastating desire for material goods. . . . We know now that mechanical and technical progress is not identical with civilization. The reformation for which the world waits depends, then, upon true and deeply held convictions about the nature of man, the ends of life, the purposes of the state. . . This means that we must reconstruct education, directing it to virtue and intelligence."

Instead, says Hutchins, "The tendency is more and more to drive out of the course of study everything which is not immediately concerned with making a living. To discuss with a student the nature of justice, or the theory of the state, or the problem of truth, or the existence of God, does not seem to have a very direct bearing on his economic future." Therefore, the student is not interested. "We are losing our moral principles. Here we are confused. . . . It is the burden which rests upon education to formulate, to clarify, to vitalize the ideals which should animate mankind, and it is an incredibly heavy burden."

In building this man of the future, there are three very important duties which fall distinctly upon the school, and home, and community.

The school cannot be held responsible for the total education of the youth, and, strange as it may seem, this man of the future must be trained to accept his responsibility for the same three agencies which are responsible for his training.

It is self-evident that the very first obligation of this man is that he be well trained in some particular field so that he will be a *producer* wherever, or in whatever field, he may find himself. Here I will admit, there is a place for the two distinct types of education mentioned before, but we must bear in mind that even that individual who uses his hands to produce has more free time to give to the home and his community than he does to his machine. Consequently, it is his head that must be filled with ideas, ideals and proper habits, if we are to build a better country.

I think we can all foresee the Frankenstein monsters that might develop among our engineers, doctors, lawyers, and mechanics, if they do not have a vision based upon a broad knowledge of the past and the many experiences and problems that our forefathers passed through.

Lest I may be misunderstood let me state that I am a very definite believer in the introduction into our secondary schools of many practical courses such as those in home economics, shop work, commercial training, farming, forestry, and the like, but I do not believe that these should be given the sole place in our curriculum for the future, because after all, all of these people must live with others, have families of their own, and carry on some kind of communal life.

The second great duty of the school, the community and the home is to develop in the minds of the boys and girls of this generation the sacredness of the home, and the many obligations which revolve around the family. There is no teacher as expert as experience, or as sincere as example. Moral standards in the home and respect for the home, are possibly the most potent forces toward developing the well-

rounded man of the future. There can be no substitute for parental responsibilities. The care of the child in the home and the continued interest in that child of a not-over-indulgent parent will do more to raise the tone of the individual and the community, than all the schools and education that will ever be planned in this world. But we all do realize that this type of home is not as prevalent as we would like to see it. So the responsibility falls back upon the two other educational institutions: namely, the school and the community.

Somewhere in this educational process the development of civic pride and the responsibilities of the youth to participate in communal activities, are of basic importance. And from a broader point of view, our understanding of the principles for which we are fighting, a thorough study of the treatments in political development in this country, with a recognition of the backgrounds and the contributions of all the nations must somewhere come into the minds of the youth of today. I doubt very much whether these can be learned from the tending of a machine.

It may take still another war to hammer into the normally selfish hearts of even those who are aspiring now for freedom for themselves, the fact that the shield of liberty has two sides; namely, the love of liberty on one side, and on the other, the duties that liberty demands.

Liberty is something a man may not hold for his own except as he shares it with others. Unless we are ready to assume the duties that world freedom entails, we shall not have world freedom, and unless our man of the future is ready to forego many of his tremendous advantages in the interest of the common welfare of humanity, all that the war has cost will not be worthwhile.

If you believe this you must believe, also and necessarily, that the generation which is to accomplish this tremendous labor—this labor no other generation yet has succeeded in accomplishing—must be prepared for its immeasurable work even more carefully, even more meticulously, and even more laboriously than this same generation is being prepared for the task of bearing arms. For it is obvious that those who are to attempt to construct, in the brief moment of opportunity at the war's end, the world for which the war is fought, will require for this labor a range of knowledge, a degree of understanding of their past and of themselves, a clarity of perception, which only the greatest, most devoted, and most passionate teaching can supply.

JUNIOR GROWS UP

A. GWIN CANAN

EVER since junior high schools began to make their appearance here and there throughout the country, the importance of these units in our educational program has become more and more apparent. War has placed an added burden upon them. With the passage of the bill to draft our eighteen-nineteen year boys, and the inroads already made by war work upon both boys and girls, the junior high becomes the last point in the school program where the ideals which have been set up by the slow, thoughtful growth of a century or more, still have a chance to remain paramount to the pressures brought to bear on the schools by dire necessity.

Since our major stake in this war is to preserve our manner of living, and the cultural ideals that have been culled slowly and painfully from the chaos of man's articulate past, it is of the very greatest importance that those who will be doing much of the fighting, and who will be called upon to do the equally imperative task of bringing about some sort of world readjustment, should have a clear idea of what we Americans judge to be the finest things the human race has ever achieved.

Under present conditions the junior high is perhaps the last opportunity to give our youth that picture, clearly and without distortion. It behooves us then to go back and examine the major purpose behind it. Junior high is more than a mere stepping stone between the elementary school and the senior high. The original conception was that it was to offer an opportunity for exploration. This ideal should still hold true, but one's interpretation of what is meant by exploration is tempered by one's educational philosophy. Too often, in actual practice, the exploring is left to the student. A great variety of courses is offered and we say in effect, "The bars are down. Pick what you will." The seventh or eighth or ninth grader does just that. We ignore the fact that he is in no position to view the great panorama of human knowledge critically. Certain subjects may seem uninteresting and far removed from active life as he knows it. He passes them by with a shrug. Some pedagogue, hot on the scent of a master's degree, makes a survey, draws a few graphs and shows that the coefficient of increasing popularity of some courses is inversely proportional to the coefficient of decreasing popularity of others, or some similar

platitude. A beaming superintendent shows this master-piece to the school board. The board, usually a group of busy men who devote a large amount of their meagre leisure time to school work, is impressed. Without going into the matter too deeply, the obvious thing to do would seem to be to discontinue unpopular courses and stress the popular ones. The superintendent, if he has a conscience, may feel a little guilty at the result, but a resolution is proposed and passed to the effect that the unpopular courses be dropped. Greek has already gone and Latin seems to be on the way out and we hear the question raised as to whether any language may not be too hard for the tender junior high school mind. Perhaps some of these subjects should go, but certainly the criterion should be neither "hardness" nor popularity among the students. We forget that the exploring should be done in the entire field of human knowledge and not in that part of it that a novice might choose without guidance.

There is another issue that is still more grave to the schools which the present crisis brings to the forefront. For those who have always felt that the primary purpose of our public schools is to enable those who go through them to earn more money and learn "practical" skills in the shortest possible time, the changes being made in our high schools must seem to have been long overdue. On the other hand, there is a growing number of people who are inclined to the belief that the chief purpose of education is to give our children the necessary cultural background to make life interesting and worthwhile. Under normal conditions our leisure time would form the largest slice of our twenty-four hour day. This can be a great blessing or curse, depending on one's background. Some feel that the school's most important task is to train for that leisure. In a democracy this angle becomes increasingly important. It would be the height of folly to fight this war to preserve those ideals that have been handed down to us, and then awaken to realize that the coming generation knows little about them. It is because of this that the junior high has suddenly grown up. The last opportunity many of our future citizens may have to get a panoramic view of that inspiring upward struggle of the human race may be in the junior high. Then the function of the junior high becomes synonymous with the purpose of education; as expressed by the founders of the first public school in America,—"that learning may not be buried in the graves of our fathers."

ENGLISH TEACHING IN IRAN

JOHN McAFEE
Private, United States Army

"REMEMBRANCE of happiness is half the happiness," wrote Manuchehr Safa, translating the words of an Arabic proverb. It appeared on a paper among a set turned in by sixth class (freshman) boys at Alborz College, Teheran, Iran. An American on sabbatical leave, I was teaching in the Land of the Lion and the Sun. Back now in America, with a deeper love and respect for my native soil for having been away, I know how true that proverb is. "Remembrance of happiness *is* half the happiness."

To a westerner, the eastern way of winning friends and influencing people may seem mere flattery, perhaps because it is so open as just that. All the same I like a paper of Agha Gabriel, special student who had been studying English intensively only six months when he wrote about Mt. Demevand whose eternally snow-capped summit of 18,600 feet is visible from the college compound. He pictured the moonlight on the white slopes, the shadows thrown by mighty cliffs, the wind bringing old stories. Then he added a personal touch: "I desired that you were there and you were in my happiness." A Persian proverb reads, "The heart has a road to the heart."

Naturally, howlers crept into compositions occasionally. You remember Ann Hathaway was some years older than her husband. One student expressed it thus: "Shakespeare married a wife bigger than himself." A fifth class boy wrote that Rip Van Winkle drank the liquor and went to 'steep.' And some one told us that on the slopes of the Katskill Mountains stood a village by the side of which the Hudson River 'flew.'

Don't think these slips were treated as humorous before the boys. They appeared in classes where the students had been at English from a few months to several years. Class was informal; usually the boys themselves picked up oral mistakes and enjoyed them. Far be it from my purpose ever to cause embarrassment where the student is trying. Remember the motto hung over the piano in an early West Texas dance hall, "Don't shoot the pianist; he's doing his darndest." So well I recall saying in biology class my sophomore year in college, "the organs of indigestion."

Sometimes the boys coined expressions which, while not conventional English, were most apt.

Consider, in speaking of nature, one boy's use of "the beauties and the uglies." Or the logic of the lad who referred to his fiancee as "my nominated."

Fine boys they are, with keen minds and willing hearts. Under Reza Shah Pahlevi there was a strengthening of the central government with the resultant development of a national consciousness—a pride in Iran and things Iranian. Reza Shah's despotic government came to an abrupt end with his abdication in September, 1941. Judged by American standards his rule was harsh, unbearable; compared with the preceding dynasty in Iran, the Kajar, it was a stimulating advance.

"The old order changeth, yielding place to new,
And God fulfills himself in many ways—"

Citizens of a land which for the last few hundred years has not been in the vanguard of civilization, these students see the progress of the West and burn with a zeal to bring Iran back to the eminence it had in ancient days. To borrow the words one boy quoted, they delight "in building air castles along the Milky Way." May these visions bring not personal nor national aggrandisement alone but an amelioration of the living conditions of the great helpless majority, the forgotten men of the Middle East.

UNIFORMS FOR TEACHERS?

JAMES NEWELL EMERY

THAT hardy perennial, the proposition that teachers be provided with uniforms or other distinctive insignia of their calling, once more crops up. This time the head of the education department at Yale, Prof. Clyde M. Hill, in an editorial in *School Management*, advocates this as an inducement for teachers to stick to their profession. "The Red Cross," he states, "has demonstrated the value of the psychological principle involved in such a device."

The idea was proposed some years ago by an eminent superintendent of schools in one of the largest midwestern cities in the country, and aroused a storm of comment, mostly unfavorable, at the time.

The teaching fraternity has always been cold to the idea of anything savoring of a uniform, or regimentation connected with its work or personal appearance. Certain professions or trades have apparently adopted a certain style of dress at times—white coats for internes and dentists, dungarees for mechanics, slacks for women workers in war plants. But these are by no means worn as a distinctive uniform, rather because the persons engaged in that line of employment find them a satisfactory working garment. Even the nurse discards her white or gray uniform when she leaves the hospital grounds, unless she happens to be one of the visiting nurse group, whose work takes her outside and demands a certain official standing. Firemen, policemen, motormen, railroad conductors, get into civvies as soon as they go off duty.

No, putting uniforms upon teachers won't make them want to stay in the calling, or give them any sense of distinction, desirable or undesirable, in the eyes of the general public. And, to put it with bare and unpleasant frankness, the teaching profession, from the absent-minded college professor down to the white-haired and elderly spinster who has taught three generations of children in the same classroom, is not so highly esteemed by the rank and file as to warrant being distinguished by a uniform and insignia.

Not till a higher estimate of the teacher's calling has been built up in the mind of the public is anything savoring of a uniform even desirable. Much of that lack of esteem which surrounds one of the hardest-working, most responsible, and poorest-paid callings is due to the faults of the teachers themselves—or a substantial proportion of them.

Theoretically the associations of the schoolroom should be the happiest and most idealized ones of the average person's life. Does the average man or woman regard them as such? Rather, his recollections are too often of men and women of the Ichabod Crane or Wackford Squeers type, of bespectacled females with hair drawn into tight little knobs at the back of their heads, who snapped at him in querulous tones, and who kept him after school for unlearned lessons, or rapped his knuckles as punishment for boyish pranks. Men and women like these, both in fiction, cartoon and in the flesh, have made so indelible a stamp on the profession that a distinctive scholastic uniform would be shunned by the average teacher with as much repugnance as convicts' stripes.

The nurse has been built up in public esteem as an angel of mercy who in peace or in war devotes herself to soothing pain and alleviating suffering, who in conjunction with the surgeon aids in healing humanity's ills. Her uniform connotes this, whatever may be her

personal shortcomings. The public has placed her on a pedestal and kept her there.

As for the teacher—well, the type-form in the layman's eyes seems to be a combination of asperity, fussiness about trifles, pompous dignity, overweening seriousness and narrowness of vision. All of which is hopelessly unfair to the myriads of sane, clear-visioned, kindly men and women who have made teaching their life's work. Unfortunately the stigma of Wackford Squeers is upon them.

My city is no better or no worse than thousands of others in the country. A cross-section of its general life and its ideas would probably be much like that of any moderate-sized city in Montana, Pennsylvania or Indiana.

And yet I have seen groups of half-grown boys yelling—from a safe distance—"Hey, Biddy!" at a dignified, white-haired gentlewoman of culture and charming personality, whose only fault, or rather misfortune, was that she had been for many years principal of a large grammar school. I have visited school friends in their home when the evening was made hideous by groups of urchins slipping across the lawn and pounding on the windowpanes or showering pebbles and good-sized stones at the front door. The friend in question was noted for his liking for boys and girls, his readiness to help out in their sports and activities, their scouting and their games. But—he was a teacher.

Indeed, a recent item in one of the educational journals recounts that teachers in New York City have appealed to the police over the head of the Board of Education for actual protection, especially in underprivileged areas. They state that pupils have thrown inkwells at them in classrooms, have blackened their eyes, have assaulted them—and in one case a Brooklyn teacher was fatally shot by two former pupils whom he had reprimanded for violating building regulations.

It's rather hard to see how putting on a distinctive uniform is going to improve the situation, or make the teacher any more eager to stay in the work. There are legitimate demands for uniform appearance in clothing and accouterments—but the classroom and the lecture hall hardly come under that classification.

DO WE KNOW THEM?

FLORESE WETER

NOT so many years ago the primary teacher's main objective was how to teach Mary and Johnnie to read. Now, she realizes that it is important to know Mary and Johnnie as a means of teaching them.

The educator today learns to recognize and discriminate between the struggles in each child that denote the development of a normal personality, and those that are unhealthy. These behaviorisms must not be crushed or ignored, but should be guided so that the child will develop a healthy, wholesome personality. Given good health, a satisfactory environment, social and emotional, and work that is worth while and suited to the needs and capacity of the child, many problems will disappear.

However, symptoms of emotional disturbances are increasingly apparent. We know that there are business worries, fears, feelings of insecurity, and discontent, in most homes today, and that these cannot but react on the emotions of the children who come in contact with them.

Only by using wise judgment and keen perception shall we as teachers be able to help children overcome the influences that tend to make them mentally and emotionally inefficient. Nor can the schools expect to accomplish this alone—the home, church, schools, and community must share in the responsibility of the growth and development of these future citizens.

When we know more about children we shall know more about what we need to teach them. What do we know about their interests and activities outside of school? This is fertile soil for teachers. What is the teacher's responsibility for Johnnie outside of school?

Parents are busy people and tired from their daily work, so the radio in many homes has taken over the responsibility of supplying entertainment and recreation for the children. And too well do we know the type of program Johnnie will turn to for excitement and amusement.

The radio, comic strip stories, movies, library, and churches, are outstanding mediums of information and influence on children today. The school, home, and community should share the responsibility of insuring that this information be of the best, and that it meet the needs of children of all ages.

Too grave a picture is ahead of our boys and girls for us to neglect or shirk our share of responsibility in securing for them the tools that will help them meet their problems.

So again we return to the problem of the primary teacher, but it is not she alone but all teachers who must realize that it is not only "How shall I teach Mary and Johnnie to read?" but, "What do I know about them?" and "What more can I discover?" that will enable me as a teacher to better fit them for this process of living.

WHEN BROADCASTERS MISPRONOUNCE

RUTH E. WHEELOCK

LAST summer I amused myself, more or less, by noting the inaccuracies and inconsistencies of pronunciation committed by radio announcers and news commentators. Since I am a school teacher, however, I couldn't help feeling disturbed as well as amused for our children accepted these persons as authorities.

Now we have, in all schools and in most homes, a standard reference tool, the dictionary, — a sourcebook giving "the last word" on all words in the English language, including pronunciation. Supposedly Noah Webster was right, or rather his more recent revisers and editors are right, in what they put down as the standard pronunciation of the words in our language, and supposedly everyone with any schooling at all has been exposed to the teaching of the primary uses of the dictionary, and to its influence and place in ordinary life. It follows, therefore, that all of us should have a fairly consistent manner of pronouncing at least the relatively small number of common words we use in our everyday living. And I think that most of us have an idea, for some reason, that the people elected to or allowed to speak over the radio—unless deliberately in dialect or in drama or interpretive skits — automatically may be accepted as correct speakers, in both grammar and pronunciation. Granted that most news commentators and radio announcers have an education equal to or even better than our own, the fact remains that they do not always take the trouble to check the pronunciation of words used in their scripts. Thus we have Lowell Thomas and H. V. Kaltenborn (of the clipped and precise diction) giving us "har-*ass*" instead of making it rhyme with "em*bar*rass" as the dictionary prefers. We have too many of them giving us "pro-grum" for the dictionary's clearly marked "program." Then there is the all-too-common mispronunciation of "al-*lies*." You can nearly always count on hearing "*al*-lies" from some of our most popular commentators.

During the past summer Thomas gave us "griev-i-ous" for "grievous," "sus-sinct" for "suk-sinct" (which even the Quiz Kids pronounce better than Joe Kelly!); "community," "communications," "communique," etc., all pronounced as though they had an "i" ofter the "c" instead of an "o."

The announcer who introduces the "Mr. District Attorney" program invariably introduces "Mr. Districk Attorney," and I suppose the same reason that makes it hard for him and so many others to put that "t" firmly after the "k" sound is the explanation why so often we hear people pronouncing "asked" exactly the same way they do the present tense of the verb. Perhaps I am extra particular, but it annoys me no end to hear people —especially school teachers themselves (and they do it, mind you!) —relating happenings in terms of "So I ask her . . ." "She ask him a question," etc. I admit it is a little problem to train your tongue to get around an "skt" combination, but it can be done and to my mind should be done by any and every one in a position of teaching young people. Children are great imitators, and much of our education in speech and language is picked up by absorption and from exposure to the speech and language of others. It would seem, therefore, that teachers and radio speakers have a great responsibility for seeing that their diction and pronunciation approach a fairly high degree of accuracy if not perfection itself.

Take that word "ration," for instance. In how many dictionaries can you find diacritical marks indicating its pronunciation with a short "a"? And yet somehow it has gained what appears to be a majority of followers who give us "*rash*-un" rather than "*ray*-shun" (cf. Webster) every time. Perhaps it is the military usage or the British influence, as with some other words; the word "dictionary" and "secretary" and those other "-ary" words, should have their full number of syllables plainly sounded, and not be contracted into "diction-'ry," "secret'ry," etc. Some of our English teachers drill these latter forms into their pupils with no regard for the fact that the dictionary itself does not back them up. I know some teachers who mark off any student who dares to put the short "a" plainly into these "-ary" words, simply because the teachers themselves have a dislike for the broad American pronunciation and a preference for the English form.

John Vandercook invariably gives us "pro-gress" and "pro-cess" with the long "o",—another British preference, no doubt; but the lexicographers, if they allow it at all, give it only second choice. Upton Close talks about the "col-yum-ists" and their "col-yums." Lowell Thomas came out as nonchalantly as you please one night with "irregardless," although in all fairness to Mr. T. I must add that within a few nights he corrected himself, saying he had had

such a deluge of mail pointing out his glaring error that he felt he should acknowledge it publicly and apologize, which he did with humor and good grace.

"Colonel" Jim Healy has always seemed to put a premium on correct pronunciation; yet he gives us "pezzimist" and "pozzible" instead of "pessimist" and "possible."

The new television studios in Schenectady have imitated some of the standard quiz programs with a "How-do-you-pronounce-it?" show, which I think has great possibilities and should be put on regular big-time radio for its educational value, to supplement all these other "What—?" "Why—?" "Who—?" "When—?" "Where—?" programs now current. By the way, take those interrogative adverbs themselves — how many people pronounce them *correctly* starting with an "h"-sound? The dictionary gives the sound combination as just the reverse of the spelling form, we should say "hw-" in each of these words, yet don't you more often hear them as "wot," "wy," etc.?

There are the words "luxury," "exile," etc., which Mr. Webster asks us to pronounce with a "ks" sound for the "x," but which we hear pronounced "lugzhury," "eggzile," etc. There are commencement speakers who "congradjulate" their classmates upon getting through the high school course. Some teachers *themselves* go around passing out "congradjulations" and they are the same ones who pronounce and allow their pupils to pronounce "dilapidated," "dilapitated," and leave out the "g" in "recognize."

Someone wrote an essay called "The Glory of the Imperfect," but in general the educators and great people of history have striven more for the Perfect. Mary Ellen Chase, in her book "The Goodly Heritage," pays tribute to her professor-father, who had a high regard for accuracy, and dealt with the subject of learning well, to the point of absolute perfection if possible, in such a way that his children came to love it as did he, and were given the goodly heritage of a goodly respect for things perfect if it were in their power to make them so. The attitude of most school pupils nowadays is too much that of "What so-and-so says on the radio is good enough for me." And the tragedy is that we, their parents and teachers, are too prone to shrug our shoulders and let the pupils go their sloppy ways without even making an attempt to point out the value and satisfaction of a better job and a striving for the best. After all, ***what is so wrong with being right?***

"Democracy is a serious undertaking: it substitutes self-restraint for external restraint."

Louis D. Brandeis.

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COLLEGES AS WORKSHOPS FOR WAR

RICHARD S. ULLERY
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SINCE Pearl Harbor, most American college boys and girls have become men and women. The noisy, and occasionally objectionable, riotous "rah-rah" type which has often exemplified college life in the minds of many people has almost entirely disappeared. In these war-days, the college student is a more mature personality, motivated by a quiet determination to become properly qualified to make a real contribution toward winning our war.

This new attitude is fostered by the extensive readjustments of the curricula which colleges have made in response to war conditions. Special emphasis has been placed on certain courses which will be of definite use to potential officers of the armed forces or to workers in the war industries. Many subjects not previously offered in college have been added to the regular curriculum in connection with the war effort. The administration, faculty and trustees of our colleges are agreed that educational institutions have a duty to perform in helping to qualify men and women for responsible positions in our war work. The facilities and resources of most colleges have, since early 1942, been mobilized in order to render to the government the most effective service possible.

At the American International College in Springfield, Massachusetts, where students in the day and evening divisions number about nine hundred young men and women, the 1942-43 enrollment in physics and in mathematics is more than double that of any previous year; but this expansion and readjustment is not confined to the natural science departments. The School of Business Administration is now offering new courses which possess particular relation to war needs, such as those dealing with blue-print reading, ordnance contracts, personnel management and statistician training.

New courses abreast of the times have also been introduced into the evening division of the college. Among those courses are training in radio theory and practice and the study of Morse code, both of which have been suggested by the Naval Department for the students who are in the Naval Enlisted Reserve. A course in pre-flight training, which includes a study of meteorology, navigation and civil air regulations is also being offered, as well as a course in war geography. These courses are proving extremely popular, not only with the regular student body but also with young men and women now employed in industry, who are seeking to prepare themselves for further duties contributing to the war effort. And within a few weeks further courses beamed directly at the needs of war-workers, such as glass-blowing and electroplating, are to be added.

College authorities have also realized the fact that mental training should not be emphasized to the exclusion of the maintenance of sound physical condition. All male students are required to participate in a compulsory physical education program. The men in the enlisted reserves undergo this training four and one-half hours a week, and the other men students, three hours a week. The training is of the ranger or commando type, including calisthenics, races, advancing through and around obstacles, rough-and-tumble wrestling, boxing, and cross-country running. The girls are not exempt from the physical education program, although only one hour a week is compulsory, and the training is considerably less strenuous. Each student, male and female, is tested individually for improvement in general condition once in every three weeks.

The enlisted reserve programs mentioned above include the Army, the Navy, the Marines, and the Coast Guard. About one hundred and fifty men are now enlisted, continuing their education until the War Department is ready to call them into active service, at which time these men will be considered for officers' training.

To cooperate with the government, most colleges have stepped up the speed of their educational programs. The American International College has adopted a rather unique type of acceleration. The evening and summer schools are on a four-term-a-year basis, and are in session forty weeks of the year. By utilizing the day and evening or summer schools, a student who wishes to do so may complete four years' work in three, or even two and a half, without carrying an excessively heavy load. This program is unlike most accelerated programs in that it allows the student to speed up completion of his studies if he desires, or to carry on at the normal pace.

In the past there may have been some basis for charges that college officials were too often "living in ivory towers," content to watch the world go by. There can be no truth in such accusations today. Colleges have a definite duty to perform for our government, to divert all their capacities from previous activities so as to concentrate on producing leaders in the war ef-

fort, on the fighting front and on the home front. And that duty is being satisfactorily performed.

There is a danger for the future, if the war is long. To make the college a factory for the turning out of young men and women whose equipment is specialized for the successful carrying on of war could lead, in time, to the growth here at home of that cancerous thing which we are fighting to remove in other parts of the world. One factor which helped to produce the present blackout of spiritual values in Germany was the lack of intellectual and moral leadership caused by the deterioration of colleges from cultural institutions to workshops for war during 1914-1918. Values became distorted and remained so. In that land, the post-war generation has been non-productive of moral vision. Such an insidious contagion could conceivably sweep over us; we are not immune.

This danger must be kept in mind, and there must be readiness to repel it. But for the present, we must take the risk; for if our war is not decisively won, problems of intellectual, moral and spiritual leadership may become, for us, purely theoretical.

Worthwhile

HENRY FIELD PRATT

I cannot work in plastics
Or weave clothing out of glass;
I can't make synthetic rubber
Or a substitute for gas;

But I can teach my children
To be brave, and pure, and true,
As I demonstrate the meaning
Of the red, the white, the blue!

In the busy marts of trade
I can neither buy nor sell;
On the far-flung fields of battle
I can never fire a shell:

But if I can teach these children
To be patriots without guile—
Can make them good Americans—
I'll have done a thing worth while.

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SUBSTITUTE TEACHER

EUNICE TELFER JUCKETT

BR-R-R-R-R-R-R. "Hello. Yes, this is Mrs. Brown. Miss Jones is ill and you want me to substitute? Why, yes, I guess I could. At 8:30 in Home Room 12—two classes in History C, one of A and one of B. Uh-huh. All right, I'll be there. Did she leave any instructions? Yes? Fine! Goodbye!"

Now, let's see. It's 7:00. Got to pull myself together. I'll get breakfast ready while John's shaving—then I can dress while he eats. Must call Susie and see if she can take care of Johnnie for the day. I only have an hour and a half. Must shake out those clothes I dampened last night. Where'd I put the bacon?

"John, can you eat lunch downtown today? I'm going to substitute,—and will you pick up some ground steak on your way home? Yes, I know it's expensive, but I've got to have something for supper that won't take too long to prepare."

What'll I wear? The brown dress ought to be all right—should put a fresh collar on it though. Why doesn't that coffee perk—always seems to take twice as long when you're in a hurry. Have to leave a note for the iceman.

"John, you through shaving? Will you take a look at Johnnie—Susie's coming over in a few minutes so if he's still asleep, I hope, don't wake him. She can get him up and give him his breakfast after we've gone. No, you take the car, I'll walk. It's only four blocks, and walking will help get me into the swing of things again."

Hardly seems as if it were only three years ago that I was going to school at 8:30 each morning. Wonder if I've forgotten much? There'll probably be a lot of teachers I won't know. At least I'll have my old homeroom, but the kids will all be new.

"Breakfast's ready, John. Would you mind if I read the front page first—can't let these kids slip anything over on me about current events."

Wish I'd kept up more on things, but it's hard with a baby and the house and trying to do all the washing. Suppose I could have found time though—doesn't pay to lose interest just because you're no longer teaching. Glad we went to that lecture last Friday—should go more often. Keeps your mind alert.

"Oh, hello, Susie. Thank heaven you could come. Johnnie isn't up yet, but I've got his cereal all ready. You won't have any trouble feeding him. I keep telling John pretty soon he's going to eat us out of house and home—the way he gobbles his food. But I haven't time to talk about Johnnie now. You'll find some cooked carrots and applesauce in the refrigerator that'll do for his lunch. There's a little cold meat and some other things in there, too. Just take anything you want. Probably I won't get back till 12:15, so I'll just make myself a sandwich. No, no, don't you bother—I'll have plenty of time."

Where did I put those stockings John gave me for my birthday? Can't wear these with the mended heels. That's one nice thing about marriage—you really get the good out of a pair of stockings. Why, I remember when I was teaching I would no more have thought of wearing a pair with even the smallest darn. Used to think the kids would—

"Bye, dear, don't forget the meat—and you'd better pick up your grey suit at the cleaners. I won't feel much like pressing the brown one when I get home tonight."

My nails are a sight, but I haven't time to put on polish now. Dishwashing certainly raises havoc. If I could only get used to rubber gloves.

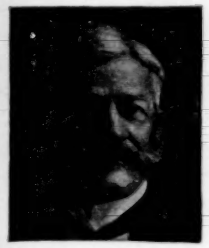
"Have to go now, Susie. Johnnie's schedule's tacked up over the sink. If the sun stays out he can play in his pen most of the morning. Are you still taking that correspondence course? I see you brought some books. Johnnie'll sleep most of the afternoon so you should have plenty of time to study."

Air feels good this morning. You'd hardly think it was only a week until Thanksgiving. Let's see, they should be up to the War of 1812 in History C—but perhaps this Miss Jones doesn't follow the syllabus as closely as I did. No two teachers seem to teach the same way. Maybe it's a good thing. Only hope I'll really be able to teach them something. I can remember how I hated to be out for fear the substitute would get things all messed up.

"Good morning, Mr. Smith! Yes, it is a nice day. Oh, no, no trouble at all. I have someone in to take care of the baby. Yes, it does seem a little strange to be back, so many new faces. How do you do, Miss Green. Thanks, but I know the way. I taught here for six years. Yes, I married locally, my husband's with the Lighting Company. There's the bell."

I'm getting panicky already. You'd think I'd never taught before. Looks as if they'd painted the halls. Certainly does improve them. Now if I can only remember how to conduct a homeroom. It would be just my luck to get a bunch of Freshmen. Mustn't let them know I'm not sure of myself. Where are those instructions? Mr. Smith said they'd be on the desk.

"No, Miss Jones won't be here today. Oh, you take charge of at-



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tendance? That's fine, shall I mark the register, or do you do that, too? Yes, I know how to do it. Yes, I've taught here before. Yes, I've taught history. Yes, yes, yes!"

If the passing bell would only ring. Perhaps I should look over the History C instructions. That must be the bell. I feel just as I did my first year teaching, only not nearly as confident. Here they come now. They look so young to be Seniors. Must start off right. Maybe it's just as well I'm to give them written work.

"Good morning. Miss Jones has left a test for you. I'll write the questions on the board. You're to use ink, and white paper. No notes please, this is a test. I'll collect the papers at the end of the period. Everyone busy now. No talking."

Let's see,—"Show that the war of 1812 was necessary or unnecessary"—so she is following the syllabus. "Discuss the development of the theory of States Rights as illutrated by—" my arm's getting tired. Out of practice, I guess. Wonder if Johnnie's all right? Shouldn't think of him now. I'm being paid to teach—or is this teaching?

"No, there are only three questions. You're to take all period for them."

Wonder if I'll make a good substitute? Should have thought of that when I put my name on the list. Substituting's certainly different from real teaching. The principal expects you to "take care" of the classes. Well, I can see that the kids are quiet and don't burn down the building. Then the teacher expects you to conduct the classes just as she would, which is harder than you'd think. Even when she leaves instructions you can't be sure you're emphasizing the parts she thinks are important.

"You have just four minutes more."

Then there are the kids. They either expect you to act just like their real teacher, or they try to see how much you'll let them get away with. I suppose the parents expect something, too. Well, I'm a parent now. Johnnie won't be going to school for another three years, but I hope by then I won't forget what it's like to be a substitute. There's the bell. Must be the end of the period—and I forgot to take roll. I'll just have to get it from their papers.

"Everyone put your test in this folder. Miss Jones will be back tomorrow, so do the homework she assigned."

Now on to study hall. If they only won't wriggle and ask for permission to leave the room I can get caught up for next period on the Franco-Prussian war. I used to know it cold, but I feel dreadfully rusty now. The causes of the war were—well, there was Bismarck—

"Have you a slip? You know you aren't allowed to go to the library without one. They don't

do it that way any more? Oh! All right then!"

Suppose I should have investigated, but it's hard to keep up with all the rules and regulations. The office ought to put out instruction books. The bell again! Where do I go now?

"Oh, hello—haven't seen you in months. Why don't you drop over to see us some evening. We're always at home—the baby, you know."

Wonder if I'm in the right room—the kids stare at me so queerly. Just one more class after this and then lunch. At least this period I can be more than just a proctor. Please, God, let me be a good teacher—a good substitute teacher.

WESTWARD, LOOK

ALDEN J. CARR

THE rich, musical voice of Paul Martin, teacher of English in the Washington High School, filled every corner of Room 27. As he read, he glanced now and then at the thirty boys and girls who made up English IVA. There was no doubt about it: they might not say much, but something deep inside them was being touched.

It was such a situation as Mr. Martin had known more and more frequently during his career. Always he had rejoiced in it with that warmth of satisfaction which only a teacher can know.

This time, however, it was different. He felt no satisfaction, nothing but a deadly, gnawing unrest. Ever since the beginning of the war he had felt this vaguely; now, thanks to the letter on his desk, it filled his mind and disturbed him with its ugly, insistent questions. Was this the best he could do—read poems to a roomful of boys and girls while the world was going to pieces? Other men were dying on South Sea islands, in bombers over hostile cities, on flimsy rafts tossing in a submarine infested Atlantic. True, he was too old for the army, he had a family, but—should he not give up teaching and do what the letter suggested?

It was a welcome relief when the bell rang and the class trooped out. The next was his spare period. Mr. Martin said "Yes" to a boy who asked whether he could come in later in the period for advice, and took his school mail from the office girl. Then he settled back into his chair, snatched up the disturbing letter, and read it again.

DEAR PAUL:

As you may have heard, I have been put in charge of production here at Tornado Aircraft. We aim to double our output, and we need more help. How about coming down to give us a hand? I know of a dozen ways I could use you to good advantage. And don't worry about money. We can pay you twice what your school job does. Write as soon as you can and say "Yes." Come on and help us build planes to beat the Axis.

Yours for victory,

DAN.

Once more Mr. Martin laid the letter down and sighed. What should he do? He must make up his mind. The letter must be answered; he had let it go too long already.

It was not so hard, after all, to reach a decision. He wanted to help win the war. It made no difference whether he liked teaching or not. War demanded sacrifice. The country needed planes. His former classmate, Dan, believed he could help build them. That was enough, wasn't it? As the pupils would say, what was he waiting for?

He opened a drawer and drew out a sheet of stationery.

Before he could write even the heading, however, the room door opened, and a boy looked in, the same boy who had spoken to him at the beginning of the period.

"Oh, hello, Henry," Mr. Martin greeted. "Come in. What can I do for you?"

"Well, Mr. Martin, I just wanted to ask about the next book for my free reading program."

"Fine. Sit down and we'll talk it over."

"Well. Er—you know the poem we read last period? About the struggle? I was wondering whether you knew of a book that was about—well, that sort of thing or—"

"Why, yes. Certainly." Mr. Martin quickly ran over in his mind a half a dozen novels of courage and self-sacrifice, matched them with Henry's interests and personality, and made a selection. Then he picked up a pencil and jotted down the title. "I think you'll like this," he said. "You can get it from the library."

"OK. And thanks, Mr. Martin."

As the door closed behind Henry, Mr. Martin glanced at the clock. The interview had taken five minutes. Five minutes! And he had introduced a boy to a book which might inspire him to all kinds of courage and selflessness. And the interest in the book had been inspired by a poem! That was teaching, Mr. Martin reflected. You never knew how far a single deed might reach.

With a sharp, sudden movement he once more took his pen. "See here," he warned himself. "This won't do. You've made your decision. Stick to it."

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"Dear Dan," he began.

He noticed his sleeves. They were worn, threadbare. This was his only suit, too. How could he afford another—with taxes and prices going up together? Twice his present salary, Dan had said. Well, he could certainly use the money.

Yet that was not all. There was more to it than money. There was the part he would play in making planes. Planes that would sink the enemy's ships, shatter his bases, bring peace nearer. That was what was important.

And this—this teaching. What did it amount to? Nouns and verbs against machine guns and bullets? Novels and stories beside tanks and artillery? Poems versus planes?

Mr. Martin leaned back in his chair as he thought of these things. As he did so, he noticed his unopened mail. Idly he picked it up. There were five pieces, three advertisements, one request for a contribution, and—of all things—a letter from Bill Adams!

Eagerly Mr. Martin tore it open. He was constantly getting mail from former pupils, but he had not heard from Bill for months. Where was he? What was the boy doing?

Quickly Mr. Martin glanced through it. "Back in States now—was abroad—can't tell you where—devilishly hot, though. . . . I thought you would be particularly interested in one experience. We were returning from a raid. The plane I was piloting had been badly damaged by anti-aircraft fire and could hardly fly. I was wounded. Ahead of us was a range of low mountains with our base just beyond. If we could get over them we'd be OK. I didn't know whether we'd make it or not. But all the time I kept thinking of one stanza of a poem we had back there in school, and somehow it encouraged me to keep going until we got back. It went like this:

'And not by eastern windows only,
When daylight comes, comes in the light,
In front, the sun climbs slow, how slowly,
But westward, look, the land is bright.'

The letter went on to other things, but Mr. Martin read no further. Here was the answer, the only answer to his question and Dan's letter.

This time Paul Martin did not hesitate. Quickly he went on with the letter.

DEAR DAN:

Thank you for the invitation to work in your plant. I'll have to say "No." Money isn't everything, and as for helping to win the war—you can help build the planes and I'll help develop the men to fly them.

COOPERATION OUT OF CLASHES

ANSON W. BELDING

I ONCE heard an address on "Funny Things That Cure People." There are "funny" things that "cure" perfectly normal boys and girls who have somehow fallen into undesirable attitudes and habits in school. One never knows whether a particular remedy will work; so much depends on that unknown factor, the individual. But it is amazing how often the simplest little heart-to-heart personal conference between teacher and pupil will bring about a sudden and revolutionary change.

The teacher who sees a conflict between himself and one of his pupils coming to a head, probably wishes the clash could be avoided. Only after repeated experiences of an encouraging sort does a teacher, dean or principal arrive at a point where such crises are, if not welcomed, at least looked forward to with the curiosity of one who half expects a miracle.

Seasoned teachers have been heard to say: "I wish I could have a good run-in with every one of by pupils. All of them would do much better afterward."

An absolute prerequisite to a good working basis in all such matters is that the teacher shall have acquired or—if a new teacher—shall deserve a reputation for fair dealing. The teacher who is unfair, insincere, or vindictive, who lets loose with sarcasm or other forms of denunciation to humiliate a pupil before his mates, will have little success trying to win cooperation through a private conference. The teacher with the loud voice and the big stick had better continue to use these weapons and not expect to accomplish anything through spasmodic disarmament.

Suppose we look at some cases in which a situation came to a head and was handled honestly and successfully.

▼

Early in the school year a somewhat green teacher in charge of a high school home room had rough going because a group of boys were unruly. She picked the ringleader for a session after school. She told him something he had not known, about one member of the class who had a night job and desperately needed the home room period for study. There were others, too. Perhaps *he* did not need to study. . . To the teacher's surprise, he said, "But I do need that time for study." She went on to tell him that he was a leader, with an influence on the other boys, and that she herself needed his co-operation.

"Okay, you'll have it," was his earnest response . . . and he kept his word with only temporary and minor lapses during the remainder of the year. That one ten-minute session cured half the disciplinary trouble in that study room.

▼

Again, a teacher was increasingly annoyed by a certain girl who kept things stirred up around her all the time and appeared defiant. The teacher became convinced that this girl hated her and was determined to dominate the stage. Came the fateful afternoon when the girl had been called for a parley. "Bernice," said Miss X, "I wish you would sit down here and write out a statement of why you act as you do." "But I can't, Miss X. I really don't know, myself."

Beginning the next day the change in that girl's demeanor was so revolutionary that her teacher —at last report—was actually considering whether she ought not to suggest to Bernice that she act a little more *alive!*

▼

During a written test in Latin, the teacher noticed that a girl in the front seat was using a trot. He quietly reached his hand out and she passed him the little book. Not a word was spoken. There was no scene whatever to embarrass the pupil. When her examination book was read, the teacher found it largely taken up with a letter of contrition and apology. She had never done this before and never would again. Would the teacher please believe her and give her another chance? Later, in a private session, the girl asked to have the trot back, since it belonged to her cousin. The teacher hesitated, saying he would think it over. A few weeks later the teacher offered to return the book —but the girl herself had meanwhile decided she would not take it—lest the teacher suspect her of again employing it in preparation of her lessons. About a month went by. One day, when the class had left the room, the teacher saw on his desk a notebook, done voluntarily and without a word, by this same girl. It was an elaborately wrought collection of material portraying in written text and pictures, many facts about the life and customs of the ancient Romans. The girl had spent uncounted hours of toil upon this unasked effort to atone for her misdeed. The teacher realized that this notebook was partly a symbol of the new start this girl had made, and partly a thank-you to him for not having exposed her before the class.

Yes, it does help to have things reach a crisis—provided the crisis is handled wisely and Good Luck attends.

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HIGH SCHOOL AS ART CENTER

WALTER S. THOMAS
PHILIP R. JENKINS

TUCKED under the spreading skirts of La Ciudad de Nuestra Senora la Reina de Los Angeles in the great Southwest is a unit of the city's school system, Gardena High School, which, since the close of World War I, has been building up a tradition in school and community art appreciation by buying two paintings a year—a feat as far as is known unmatched anywhere else in the country. While the community has been for years and to some extent still is a source of vegetables and other farm products for Los Angeles, the learned and serious manner in which the townspeople and school children discuss the aesthetic values of the pictures in their collection is as keen as that of any city art student. The visitor who wanders about the school gazing at the fifty-five pictures that adorn the walls of the library and assembly hall cannot fail to be impressed with the beauty of the pictures as well as the educational value of the exhibit. The present collection, as stated, consists of fifty-five pictures, and represents a value approaching $45,000. All of the money needed to to buy these pictures has been raised by student and faculty effort. Just how is this done? It is a thrilling story of community and school cooperation.

To see this community art effort in action the visitor should arrive at the school sometime during the middle of April. Committees are being formed under the guidance of the central art committee, which is composed of teachers of the school. The Gardena Art Association is formed, with a leading citizen of the town as president; and memberships costing one dollar apiece are sold to teachers, friends of the school, townspeople and contributing artists. This dollar, besides making one a member of the Art Association, includes the privilege of attending the annual art dinner given in the gymnasium of the school. But long before the dinner is staged, the school has been sending out letters to numerous artists of the Southwest, inviting them to send in pictures for the exhibit. About the first of April these pictures begin to ar-

rive at the school. The shop department of the school immediately goes to work hanging the paintings in a spacious study hall, and wiring individual lighting for each picture.

Once the pictures are hung, the school is ready for the art dinner, and since this dinner involves serving some five hundred people, one can realize what a task this is for the students—and the efficiency with which they perform it would almost make a story by itself.

With the close of the dinner begins the educational part of this exhibit. Last year Dr. Rufus B. vonKleinsmid, president of the University of Southern California, started things off with an address, the general theme of his speech being a clarion call to return to the real, solid, sincere things of life as well in art as in morals, daily living, and politics.

To former Principal John H. Whitely goes credit for the inauguration and fostering of Gardena's annual purchase prize art exhibit. In 1919, he took seniors of the school to visit studios of southern California artists. Enough interest developed by 1928 to warrant a prize exhibit at the school, allowing the students, community and art lovers of southern California to view together the work of western artists for a two-week period at Easter time. Last year's exhibit included a canvas from each of eighty-five artists.

▼

Carl Wostry's "Beethoven" is probably the outstanding painting of the entire collection. Edgar A. Payne, Jean Mannheim, Benjamin C. Brown, Duncan Gleason, Frank Tenney Johnson, G. Thompson Pritchard, Dean Cornwell, Carl Runguis, Armin Hansen—these are but a few of the artists represented. First prize last year was the work of Emil J. Kosa, Jr., whose canvas, "Every Cloud Has Its Silver Lining," adds a colorful combination of essential solidity of farm scene theme, lightened by a pleasing touch of modernism in the light breaking through the storm sky. "Conchita Valley" by Clyde Forsythe was selected as the second picture to be added to the collection last year.

Extended educational values have been given to this art project by the showing during past years of part of the collection at Hollywood Bowl during the Symphony Under the Stars, as well as at Stanford University as a loan collection during summer quarter.

A TEACHER'S WORKSHEET

NADINE E. MILLER

IN GLANCING through the notebook of a teacher of the Kansas City, Missouri, public schools I found a sheet entitled, "My Code of Ethics." Upon questioning the teacher I learned that she had planned to enter another profession, but because of circumstances in the home had decided on a teaching career. She said, "I felt that for mothers to send me their children to train was a responsibility I must not fail to meet. I thought the whole matter over carefully, tried to figure out those things I needed to remind myself of constantly, and then I made out this code of ethics, but it is really only a little work sheet for myself. In college we had studied a code of ethics for the profession I had intended to enter, so I prepared this to guide me in teaching. I have used it for ten years now, and I'm still challenged by it."

▼

The following is her "code of ethics." She could not remember the author of the poem, nor from what source she had secured it.

MY GOALS

A little braver when the skies are gray,
A little stronger when the road seems long,
A little more of patience through the day,
And not so quick to magnify a wrong.

A little kinder both of thought and deed,
A little gentler with the young and weak,
Swifter to sense another's pressing need,
And not so fast the hurtful phrase to speak.

These are my goals, not flung beyond my power
Not dreams of glory, beautiful but vain,
Not the great heights where the buds of genius flower,
But simple splendors which I ought to gain.

These I can do and be from day to day,
Along the humble pathway where I plod
That at last when I am called away,
I need not make apologies to God.

▼

As a teacher, engaged to help build character and mould citizens worthy to carry on the work of the world, I shall strive to be always *professionally prepared,* through schooling, methods, daily preparations, growth in experience; *attractive in the schoolroom,* through manner, poise, dress, voice; *inspirational to the students,* through daily life, outlook on life, helping students to form goals, beauty in my room; *understanding, sympathetic, and fair,* through methods of dealing with pupils, contact with their daily and home life, always remembering there are two sides to every question, being their leader and comrade.

▼

As I read over this daily work sheet, so called by the teacher, I thought what a challenge it had for teachers now in these uncertain times.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

First "R" Is Still Number One

Reading is the most important subject in the curriculum. It is the key to wisdom. Yet high school teachers, college professors, business executives and office foremen tell us that many of the young people who come to them cannot read well enough to do their work effectively.

There is no occasion to become offended at this—or to offer the usual alibis. If we are not teaching the children to read well enough to do their work there is no harm in knowing it. We ought to know it—and we ought to do something about it, not primarily to satisfy the professors and executives but for the welfare of the student.

A few years ago reading was stressed in every grade from the first to the twelfth—and then somebody spawned the idea that reading was being overstressed—that formal instruction in reading beyond the first four grades was superfluous—that oral reading was unnecessary even in these grades. The result of all this was that thousands of children trickled through the public schools without learning to master the printed page. It could not have been otherwise. People have to work—work hard, intelligently and long for the little bit of skill they ever acquire in any activity. McClellan used the expression "Drill and Organize" in connection with the army. It applies just as readily to successful teaching, coaching and work.

Reading should be taught systematically in every grade from one to twelve—where it cannot, for want of time, be made a regular part of junior and senior high school curricula some plan ought to be evolved for those who need it most.

For the past two years the Oliver School faculty have been using the following plan in the junior high school: 1) every teacher— mathematics, music, household arts, shop, art, social studies, science—puts three words on the board each day for each class that he has; 2) the words are taken from the subjects taught by the respective teachers; 3) all words are marked phonetically; 4) the children learn to pronounce, spell and use the words; 5) words are reviewed from day to day. This plan has contributed much to the rate of reading, comprehension and culture.

Vocabulary study has charm. One day I followed an 8A class from room to room: the English teacher taught that "capitalize" means to begin a word with a capital letter; the mathematics teacher that it means to set up a certain amount of money for a business; and the social studies teacher that it means to use one's position for financial gain.

Again, reading is all important. Teach it all the time you can, every place you can, as effectively as you can. If something has to be slighted make it anything but reading.

Good Morning, Teacher

RUTH C. FREY
Ottawa, Ohio

Extras

How do you react to the extras that are coming to you in this war time? Can you ration sugar and keep sweet? Can you record fuel-oil users and not get overheated? Ration gasoline and not become unduly volatile? That is, can you take it all in your stride and use it as another chance for teaching by example the obligations of citizenship in a free country, self-governed?

Not only does it give you a chance to show children what leaders can do cheerfully when need arises, but it provides a splendid chance for satisfying visits with parents of the community; not to mention the opportunity of contacting the men and women who are at work with you.

The rationing task has been illuminating and mutually beneficial. Personally, I had a grand time and came through with more understanding of and sympathy for our people than I had had before. There was that mother of seven children who had taken a morning to measure and weigh her brood. And that other woman who so proudly said, "They call it auburn." I had been clod enough to call her hair brown. And the proud way the men said "Blond," when asked for the color of their wife's hair. I almost went right out to the beauty parlor to try a bleach, even though nature herself is already taking care of that.

But, pardon me, I must not ramble on. I've just come in from five and a half hours on the gasoline panel. Tired? Of course. But I can rest after the war is over.

Questions

Can the teachers afford to dissipate their energies on these matters? We shall probably have to cut into our time-to-ourselves, and everybody needs time of that sort every day; but for the duration we must expect to have less time for recration.

Why should we do these things? Because we are everywhere; we have some organizing ability; the people know us; we are intelligent and so can do these tasks more easily than an unorganized group; we can write legibly.

What of the enemies we may make? That sort of enemy, if any should exist, would find himself rather well hedged round by clear-thinking folk. You need not fear him. Anyway, you are tending to your country's business and at your country's call.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Indoctrination

Indoctrination is the presentation of an idea, a point of view, or a cause as effectively as possible for the purpose of getting that idea, that point of view, or that cause adopted, or maintained if it is already adopted.

Indoctrination in education is repugnant to many educators. They take the position that the thing that differentiates education from indoctrination is faith, and that education, unlike indoctrination, is willing "to risk the end results" and allow a free choice of decision. In the minds and writings of many school people indoctrination is considered to include force in many situations, and always to include coercion.

Indoctrination cannot be separated from education. It is a part of education. Religious teaching is education, and it is indoctrination. The teachings of the followers of Christ, beginning with the Apostles, are education. A great part of that education is indoctrination, the presentation of a cause for the purpose of getting that cause adopted or maintained. Faith certainly is a part of Christian indoctrination. All religious education is indoctrination. The American ideal of freedom of speech was adopted as a result of indoctrination.

What and how many great social reforms have ever been accomplished without educational campaigns which included indoctrination? Many educators, led by professors of education, have come to think of indoctrination in a derogatory sense only. They take their position and defend it in the name of democracy. American democracy is representative democracy. The founders of American democracy never hesitated to indoctrinate the principles of representative democracy and to fight for them. Nor have their successors, the American people, as a nation hesitated to do so. The weakest argument that can be used against indoctrination is the claim that it is not consistent with American principles. Education in which indocrination is included is essential to the preservation of our form of government and of our freedom and rights. Indoctrination of our individual and group and national obligation and duty to protect and maintain our form of government, our freedom and our rights is necessary. Without it we think too much of our rights and too little of our obligations and duties. "Eternal vigilance is the price of liberty."

Stiffening of Standards

Closely associated with the above is the need, nevertheless, for us as advisers of youth not to allow them to leave our institutions of learning unprepared. Regardless of the number of men and women on any faculty roster, the need still exists. In these days of crisis, the importance of each individual student obtaining the maximum of preparation can not be too heavily stressed. The time has arrived when administrators and particularly teachers must tighten up classroom discipline in order to keep scholastic standards high. In the armed services it is the man who is maximally prepared who is able to meet emergencies. Shoddy accomplishment in the classroom must stop. Pupils will not necessarily like such a stiffening of standards, but ultimately they will thank us that we anticipated their needs so well.

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

The Faculty Dilemma

The newspapers are carrying headlines tonight that selective service directors of more than forty states are now discovering a decided increase in the supply of manpower. The improvement is due, it is said, to a recent edict that men in 3-A classes obtain essential jobs or be placed into 1-A. What effect the movement will have upon school faculties only the future will tell. It is almost a foregone conclusion, however, that many men teachers who administrators hope will return—will not. Some will leave at the close of the school year to enter defense industry at much better pay. Others will submit to the draft out of a sheer patriotic desire to serve their country when and where called. For the latter group, there is only praise. The tragedy of the situation lies in the fact that with this constant drain on manpower from the teaching ranks into the armed services or essential industry it is going to be practically impossible for schools in the smaller towns to do the job which they have been asked by the government to do.

Principals and superintendents want to get underway in the fall of 1943-44 the most complete accelerated program of studies ever made available to youth. The one uncertain feature, and it is getting worse with each passing day, is the scarcity of qualified teachers. Three telegrams came this week from as many colleges notifying a

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The News Digest

OF EDUCATION IN ACTION

AASA Convention Held on Air Waves

WASHINGTON.—For 10 days the nation's air waves were filled with talk about schools, carried chiefly for the benefit of members of the American Association of School Administrators kept home from their annual convention by the war.

School administrators devised their "convention of the air" after canceling their seventy-third annual convention, to have been held in St. Louis, Mo.

Participants in the 17 programs carried on the national radio networks were drawn largely from speakers who were scheduled to speak on the St. Louis program, including Capt. Eddie Rickenbacker and Col. Hans Christian Adamson of Pacific raft fame; Roy Chapman Andrews, explorer; Leopold Stokowski, conductor; OPA Administrator Prentiss M. Brown; Orson Welles, actor, and Paul V. McNutt, War Manpower Commissioner.

Senate Votes Down Victory Corps Fund

WASHINGTON. — A coalition of Democratic and Republican Senators swamped Administration efforts to get funds for a high school "Victory Corps" headed by Captain Eddie Rickenbacker and for the care of children of working mothers on the ground that Congress had not authorized these projects.

Navy Launches Two Universities

SEATTLE.—You won't find them in in any directory of educational institutions, but the College of the Aleutians and Kodiak University rank as the two newest American institutions of higher learning.

Capt. M. L. Witherspoon, naval recreation and morale officer of the Alaskan sector, told of the "newest thing in the navy" on a visit here recently.

"Courses are being offered in any high school or college subject that three or more students elect to take. We have the books required for a wide field of subjects," the chaplain said.

"Classes are held evenings in mess halls, barracks and special huts."

Capt. Witherspoon said the program is a forerunner to a worldwide correspondence school system which the army and navy, in conjunction with universities and colleges, are contemplating.

U. S. History a Blur To Many College Freshmen

NEW YORK — Many college freshmen throughout the nation reveal a striking ignorance of even the most elementary aspects of United States history, and know almost nothing about many important phases of this country's growth and development, a survey completed by the New York Times has shown.

Seven thousand students in 36 colleges and universities in all sections of the country were examined. For the most part, these students had taken courses in American history, social studies or government in high school. Questionnaires were given to the freshmen of the various colleges under the supervision either of the history department or some responsible faculty member.

More impressive than the lack of knowledge is the amount of misinformation that the survey disclosed. A large majority of the college freshmen showed that they had virtually no knowledge of elementary aspects of American history. They could not identify such names as Abraham Lincoln, Thomas Jefferson, Andrew Jackson or Theodore Roosevelt, and they had little conception of the significant trends that made the United States the nation it is today.

For example, 1705 of the 7000 students or 25 per cent did not know that Abraham Lincoln was President of the United States during the Civil War. Twenty-five students listed George Washington as having been President during that highly important period in American life.

Senate Asked to Prescribe

WASHINGTON. — Following revelations made by a newspaper's survey of what 7000 college freshmen do not know about this country's history, Senator Guffey of Pennsylvania on April 6 introduced a resolution calling for an inquiry to promote a more thorough study of the subject.

Guffey's measure proclaimed that the future welfare of the nation is dependent upon what children learn and that "the present astonishing neglect could not have existed without approval of educational forces concerned with the direction of our schools."

Guffey also said, "Enthusiasts of the so-called social science studies" have contributed to ignorance by convincing many educators that these subjects should be taught in place of history.

Would Link All Studies With Humanities

MEDFORD, MASS. — Dean Nils Y. Wessel of the Tufts College School of Liberal Arts has called for a post-war educational program in which all departments of a college or university will be listed with the "humanities," a goal, he said, that can be achieved by teaching the practical in relation to its social and cultural values, and by bringing the cultural closer to the problems of everyday reality.

Holmes Discusses College Problems

BOSTON.—Prof. Henry W. Holmes, dean of the graduate school of education at Harvard, told 300 clubwomen of the state at an institute held at the Y. W. C. A. that it would be "serious business for private or state colleges to begin to try to get money from the government" in order to continue. Neither should their future existence be made a political issue, he declared.

Pointing out that "the armed forces of the United States constitute the best educated body of fighting men that ever set out to win a war," and that "prosperity, unity and power for good depend on higher education," he held that the first thing to do was to back the colleges in their effort to be of service to the armed forces.

The second is to rally the alumni of both men's and women's colleges to their financial support, and to get non-graduates also to contribute. Colleges should be encouraged to cut their expenses, he said, and "it won't do students any harm to do some bed-making and snow shovelling, or cut the grass."

Pupils for Farm Work If Adult Labor Lacking

ALBANY, N. Y.—Restrictions governing release of high school pupils for farm work have been outlined to principals.

The State Education Department, following enactment of a law authorizing release from school of pupils over 14 years of age for thirty days of farm service a year, promulgated these safeguards:

The local county agricultural defense committee must certify adult labor is not available for planting and harvesting.

No pupil may be released when working hours and conditions are known to be unsatisfactory to health or safety.

School medical examiners must certify that the pupils are physically fit for work to be performed.

Educational interests of pupils must be protected.

The Education Department said employment certificates would not be required for pupils working on farms.

Thousands of Soldiers Learn to Read and Write

CAMP LEE, VA. — Huddled over rough, unpainted tables and benches, hundreds of raw-boned, intent-looking soldiers have laid aside the rifle and bayonet to struggle with books and pencils. Outside the company band plays "Over There" and "From the Halls of Montezuma," but the martial strains do not interfere with the serious business of learning to read and write.

Teaching soldiers the alphabet is one of the important jobs now undertaken by the United States Army to salvage tens of thousands of physically able men for military service. It is estimated that close to 750,000 potential soldiers cannot be utilized because they are "functionally illiterate"—that is, they have less than the fourth-grade standard established by the Army. Persons with less education than that generally do not fit into the military program.

Through the Adjutant General's office in Washington, a "Soldier's Reader" and other materials have been prepared. Experimentally, the Army is accepting 5 per cent of the illiterates and is attempting to teach them enough reading and writing to make good soldiers out of them.

In addition to reading and writing, the student-soldiers learn simple arithmetic. They are taught to add and subtract, to multiply and divide simple numbers.

New methods of instruction are being developed. The soldier-teachers prepare much of their own course material. In effect, an entirely new set of curriculum studies is being evolved to be used in camps throughout the country.

The course of studies lasts twelve weeks. At the end of that period, if the men are still unable to assimilate knowledge they are discharged from the Army. Experience at Camp Lee has indicated that 95 per cent of the illiterates have been salvaged and have been able to take their place in the Army. Sixty per cent have mastered enough learning to enter technical schools.

3,000 Oakland Pupils In 4-4 Work-Study Plan

OAKLAND, CALIF.—More than 3000 Oakland high school boys and girls have gone to work in war industries and other jobs to relieve the manpower shortage under a program known as the "four-four" plan. After attending school four hours daily they report for work for four hours on jobs obtained through the junior placement division of the United States Employment Service.

In the Oakland area hundreds of employers of virtually every type of business and industry are co-operating with the seven schools where the plan is in effect. As devised by the Oakland school administration, high school teachers supervise the students during their four hours of work every day. Scholastic credit is given for the work experience, and each "four-four" worker is able to graduate on schedule equipped not only with the usual educational qualifications, but with practical knowledge of industrial or business methods.

Student Farmers Enrolled in Jersey

TRENTON, N. J.—A program to enlist high school boys and girls, 14 years or over, for farm work to overcome a critical shortage of experienced labor was opened in Camden County recently by the United States Employment Service. It will be extended, through co-operation of school authorities, to all parts of the state.

Appeals to the students are being made during school assembly periods and actual enrollments are made in class by teachers. Existing laws permit the release of students over 14 years for periods of 15 days in a school year. The enlistment includes those who wish summer employment on farms.

Dutch Students Had Flunk Scheme

LONDON.—Young Dutchmen have been flunking courses or pursuing extra degrees at college as a scheme to avoid compulsory labor service for the Nazis, but the Nazis finally caught on.

Under the law, a university student was required to do labor duty only before or after his term of studies. Those who did not graduate were exempt.

A new decree limits the number of students in all branches of university

education, makes rectors responsible for those admitted, and requires students to sign a solemn declaration that they will obey the decrees of the occupation authorities.

Teachers to Press More History Study

STANFORD UNIVERSITY, CALIF.—A committee of fifty educators has been appointed to continue the work of the Conference of California College and University Teachers of American History held here recently, Dr. Edgar E. Robinson, chairman of the conference and head of Stanford University's history department, announced.

Such steps as may seem desirable in calling further conferences and interesting teachers in the importance of American history will be taken. At its meeting here the historians approved a resolution to make the teaching of American history required in colleges and universities.

Three Term Calendar Planned for Harvard

CAMBRIDGE, MASS.—A complete reorganization of the academic calendar of Harvard College for the next year, beginning July 1, 1943, was announced by Paul H. Buck, Dean of the Faculty of Arts and Sciences. Instruction will be placed on a trimesterly basis, with three terms of fifteen weeks each running throughout the entire year. The changes revise the traditional two-term system of many decades' standing.

Under this new plan the summer term for regular students in the College will begin about July 1, Dean Buck stated, and will run until the middle of October. The usual fall term will be replaced by a winter term beginning November 1, and the spring term will begin sometime after March 1, or a month later than at present. There will be brief periods of vacation between terms.

In addition to the new trimester calendar, the announcement stated, the Faculty of Arts and Sciences will be prepared to operate simultaneously a schedule of instruction based on four quarterly periods per year if the Army, as at present indicated, should desire.

In view of the many wartime demands on the University, the regular Summer School, which has been operated at Harvard for over seventy years, will be suspended; but the services to teachers and other interested persons which have been available through this school, will be continued in a six-weeks' summer term of the Graduate School of Education.

Conference Held On Teacher Shortage

BOSTON—In the schools of America more than 100,000 qualified teachers have left to enter the Armed Services or wartime industries since the war began, and New England's schools have borne their full share of this shortage. The supply of well trained but inexperienced teachers, furthermore, has been inadequate to meet the need.

A delegation of New England educators met here in a conference on teacher supply, called by Harvard University and Boston University working jointly, with Dr. Alfred D. Simpson as chairman.

Delegates were sent by the State Departments of Education of the New England States and by the state teachers colleges. Colleges and universities throughout New England which have education departments or schools also sent delegates.

Problems of recruiting adequately educated persons in the face of other wartime needs were taken up, together with building up minimum essential standards of training or a program of required refresher courses. The question of salaries came up for a thorough going over. The availability of war plant jobs and the persistent low level of teacher salaries has been a main cause of the crisis in education, Dr. Simpson explained.

Predicts End of Long College Recesses

BOSTON.—Predicting that long summer vacations for college students are on their way out—not merely for the duration, but in the peacetime to follow—"because most schools already have decided to continue present arrangements after the war ends," Prof. Atlee L. Percy, Director of Boston University's summer session, added that surveys had shown that a student's summer work was "in every way as satisfactory as during the fall, winter, and spring."

Universities also would realize the wisdom of utilizing their buildings throughout late spring and summer," he added, stating that even if a year's military training should be made compulsory, summer sessions still would permit the student to enter business at the same age as before the war.

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Director of Summer Session

Burlington, Vermont

ACCELERATED PROGRAM
Summer Term — June 7 - Sept. 23

Army-Teaching Profs Required To Spruce Up

ANN ARBOR, MICH.—Professors at the University of Michigan, long identified as casual independents with unbuttoned coats and chalk on the vest, are mending their classroom manners.

Advices are out for the professors to learn a little something about military standing, and what this is doing to campus behavior is a revelation.

A new Army Aid Corps weather school opened here recently. The same instructors who for years have ambled into class to meet yawning Betty Coeds and Joe Colleges now must teach khaki-clad privates in an atmosphere of discipline.

Army officers explained the whole thing in a long lecture on "procedure" and it was set down on paper for the benefit of professors.

The professor must arrive at 10 minutes after every hour—exactly. Under civilian rules he came when he felt like it, except that after 20 minutes of waiting the students were privileged to go home.

"All classes will be standing at attention at their seats," the new rules say. "The instructor should be at his desk."

One of the privates will step forward and say, "Section X reporting, Sir."

The professor is instructed to acknowledge "with a nod," and say, "Seats, Gentlemen."

"Recitation will be as usual," it was explained, "and you may address the students by surnames. Do not say 'Mister.' You may ask them to stand when reciting, or not, as you see fit. Promptly at the close of the hour give the order, 'Section leader take over,' followed by 'Class dismissed.' "

Placement Bureaus For Dislodged Professors

CAMBRIDGE, MASS.—Means of finding places in the war effort for members of the faculties of colleges and universities whose services are not needed for teaching during the emergency are being studied at Harvard University in the regional office of the Commission on Wartime Placement of College Faculties. This new organization is sponsored by the Association of American Colleges and has regional offices throughout the country.

Prof. John C. Baker, associate dean of Harvard University, is regional director of the commission, with jurisdiction over the New England district. His appointment was made by President Conant. President Harold W. Dodds of Princeton is chairman of the commission and John F. Sly is director of the central office in New York City.

Preparation of a regional roster of faculty personnel of all colleges of New England who desire wartime placement is one of the duties of the regional office at Harvard. A regional file of occupational opportunities also will be prepared there.

In this problem of manpower as affecting teachers, the needs of government bureaus, scientific committees and other groups will be listed, as well as those of educational institutions.

War Guidance Plan for Bay State Pupils

BOSTON.—A new war guidance program designed to help Massachusetts schools lay a foundation for essential war occupational guidance and placement of young people, has been announced by Walter F. Downey, State Commissioner of Education.

Known as the "Pupils' War Inventory Plan," the program provides pupils with a simple and understandable way by which to evaluate their abilities in relation to armed services and war work. It also provides basic information concerning war jobs and services and gives students an opportunity in war service courses such as aviation, navigation, radio, automotive mechanics and other subjects.

Although the plan was worked out to be of immediate value to the war effort, it has been so constructed that it can readily be converted to use in postwar education, Commissioner Downey said. Responsibility for operation of the plan would be shared by the present school staff with teachers acting as counsellors to the students.

Peruvian Urges International Institute

CORAL GABLES, FLA.—Dr. Rafael Belaunde, Peruvian scholar-diplomat, advocates establishment of an independent Institute of Economics and Political Science to train at least 100 young leaders each year, who could return to their homelands specially equipped to take part in stirring world developments that lie ahead.

"International security in the future is not going to depend upon police measures in the peace treaty nor upon the annihilation of the aggressors," according to Dr. Belaunde. "International security will be effective only if a solution is found for the problems of a social-economic character which create public discontent and which leaders exploit."

Would Curb Delinquency By Less Study

ALBANY, N. Y.—Complete change of the emphasis of New York City's educational system, in curriculum and direction, was urged recently by the Rapp-Coudert committee investigating the city's school system.

Diverting from previous reports, which have dealt with subversive activities in the schools, the report, which has been submitted to the Legislature, dwelt instead on the changes which should be made better to prepare pupils for life, for the ending of juvenile delinquency and for more efficient administration of the school system itself.

Throughout the report runs the theme that hours devoted in the classroom to formal education should be shortened, while activities which are now extracurricular, including recreation, guidance and supervised social life, should be increased.

In this way, it is agreed, the size of classes can be cut down, thus effecting better education and putting emphasis on the other activities designed to curtail juvenile delinquency.

Boys of 18-19 Mentally Healthiest

WASHINGTON. — Eighteen and 18-year-old youth called up by the draft are a more healthy group, mentally, than are older men, it is revealed in a report by Dr. Ernest E. Hadley, psychiatrist who serves on the Army Induction Board near here. The report is published in the journal Psychiatry.

P.T.A. Election Proceeding by Mail

CHICAGO.—Mrs. James K. Lytle of Los Angeles, Calif., has been nominated for the presidency of the National Congress of Parents and Teachers, parent body of the nation's 28,000 parent-teacher associations with 2,685,000 members.

Other nominees include Mrs. L. W. Hughes, Arlington, Tenn., for first vice-president; Mrs. H. S. Klein, Huntington, W. Va., for secretary; and J. W. Faust, East Orange, N. J., for treasurer. Voting is not limited to the nominees presented by the nominating committee.

The term of office is three years. The election, because the national convention scheduled for May has been canceled, is being held by mail ballot of delegates of the state P.T.A. Congresses. Balloting begins April 25 and closes on May 11. The tabulation will be on May 12, and results will be announced at the meeting of the Board of Managers scheduled in Chicago at that time.

Superintendent A "Good Fellow"

TOPEKA, KANS. — Senator Riley MacGregor consistently was defeated in several efforts to keep his Barber county superintendent of schools from taking a salary cut under a proposed bill. He finally abandoned logic and used this argument:

"This superintendent is a good fellow. He has managed a baseball team that has lost only three games in three years, and furthermore, he's president of the Red Hill Coon Dog Association. You don't want to cut the salary of a fellow like that, do you?"

MacGregor won hands down.

Students at U. of Vt. Prefer German to French

BURLINGTON, VT. — Although the Germans are enemies, fewer students have dropped German than French, declares Prof. F. D. Carpenter of the University of Vermont's German department.

Professor Carpenter said the fall of France seemed to affect the popularity of the French language with students, and that those studying German apparently wanted to be familiar with the enemy language.

He added that the University gives a course in "military German" to enable students to read enemy communiques, military documents and similar material.

The interest in German is in marked contrast to the last war, when the study of the language fell off enormously and teachers of it were "likely to be looked at askance," Professor Carpenter said.

Closing of Norway School Defeat for Nazis

WASHINGTON. — The closing of schools in Norway is an admission by the Nazi invaders that they have failed to control Norwegians, Harold Land, exiled Norse teacher, declared recently.

Mr. Land, who defied Nazi educational decrees and then escaped to the United States, gave an interview at the Norwegian Embassy. He said the Germans called the school closing "fuel shortage vacations."

"But it is because they lost a fight," the exile declared.

Teachers, parents and pupil worked together, Mr. Land said, to defy Nazi regimentation of teaching. The Germans circulated instructions to the teachers that certain pages in English history books must not be read.

"Then, of course, the children read them the more," Mr. Land stated.

This Tardiness Was Excused

KANSAS CITY, MO. — Eleven students trailed into Raytown High School tardy and cheerful—they had a good excuse. Addressed to Principal Charles Graham, it said: "These boys and girls have the best excuse ever this morning for being absent. They saved Mr. Anderson's place from burning down."

The note was signed by Fire Chief W. J. Kuhn. The children en route to school, saw a shed burning on the Gilbert Anderson farm. They formed a bucket brigade and controlled the flames before the firemen arrived.

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